



**THE STUDENTS ABILITY IN USING COORDINATING
AND SUBORDINATING CONJUNCTIONS AT GRADE
VIII MTsN BATANG ANGKOLA**

A THESIS

*Submitted to State College for Islamic Studies STAIN Padangsidempuan
as a Partial Fulfillment of Requirement for Degree of Islamic
Educational Scholar (S.Pd.I) in English Program*

WRITTEN BY:

NURDIANA SIREGAR

Reg. No: 07 340 0099

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2013



**THE STUDENTS ABILITY IN USING COORDINATING
AND SUBORDINATING CONJUNCTIONS AT GRADE
VIII MTsN BATANG ANGKOLA**

A THESIS

*Submitted to State College for Islamic Studies STAIN Padangsidempuan
as a Partial Fulfillment of Requirement for Degree of Islamic
Educational Scholar (S.Pd.I) in English Program*

WRITTEN BY:

NURDIANA SIREGAR
Reg. No: 07 340 0099



**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2013**



**THE STUDENTS ABILITY IN USING COORDINATING
AND SUBORDINATING CONJUNCTIONS AT GRADE
VIII MTsN BATANG ANGKOLA**

A THESIS

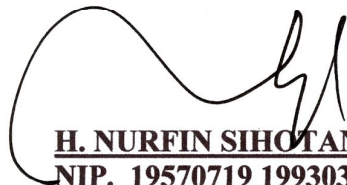
*Submitted to State College for Islamic Studies STAIN Padangsidempuan
as a Partial Fulfillment of Requirement for Degree of Islamic
Educational Scholar (S.Pd.I) in English Program*

WRITTEN BY:

NURDIANA SIREGAR

Reg. No: 07 340 0099

Advisor I



H. NURFIN SIHOTANG, M.A, Ph. D
NIP. 19570719 199303 1 001

Advisor II



YUSNI SINAGA, S.Pd, M.Hum
NIP.19700715 200501 2 010

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2013**

Hal : Skripsi a.n
Nurdiana Siregar
Lamp. : 5 (lima) Eksamplar
Agama

Padangsidempuan, April 2013
Kepada Yth.
Bapak Ketua Sekolah Tinggi
Islam Negeri Padangsidempuan
di-

Padangsidempuan

Assalamu 'alaikum wr. wb.

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n Nurdiana Siregar yang berjudul "The Students Ability In Using Coordinating And Subordinating Conjunctions At Grade VIII MTsN Batang Angkola", maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat guna mencapai gelar Sarjana dalam Ilmu Tarbiyah/ Tadris Bahasa Inggris pada STAIN Padangsidempuan.

Untuk itu dalam waktu yang tidak berapa lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqasyah.

Wassalamu 'alaikum wr. wb.

PEMBIMBING I



H. NURFIN SIHOTANG, M.A; Ph.D
NIP. 19570719 199303 1 001

PEMBIMBING II



YUSNI SINAGA, S.Pd M.Hum
NIP. 19700715 200501 2 010

Case : Thesis by
Nurdiana Siregar
Appendices : 5 (Five) exemplar
Islamic

Padangsidimpuan, April 2013
Respectfull
Principal of State Colloge for
Studies Padangsidimpuan
In
Padangsidimpuan

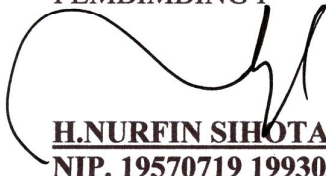
Assalamu 'alaikum wr. wb.

Both of advisors below stated the Thesis "The students ability in using coordinating and subordinating conjunctions at grade VIII MTsN Batang Angkola" written by Nurdiana Siregar had been accepted as partial fulfillment of the requirements for the Islamic Educational Degree in Tarbiyah Department/ English Education Study Program at State College for Islamic Studies Padangsidimpuan.

Responsibility of the writer is needed to be heard in Munaqosyah examination.

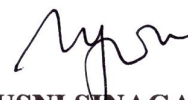
Wassalamu 'alaikum wr. wb.

PEMBIMBING I



H.NURFIN SIHOTANG, M.A, Ph.D
NIP. 19570719 199303 1001

PEMBIMBING II



YUSNI SINAGA, S.Pd, M.Pd
NIP. 19700715 200501 2 010

SURAT PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : **Nurdiana Siregar**
Nim : 07 340 0099
Jurusan/Prodi. : Tarbiyah/ Bahasa Inggris
Judul Skripsi : The students ability in using coordinating and subordinating conjunctions at grade VIII MTsN Batang Angkola

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini adalah benar-benar merupakan hasil karya sendiri, kecuali berupa kutipan-kutipan dari buku-buku bahan bacaan dan hasil observasi.

Seiring dengan hal tersebut, bila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini merupakan hasil ciplakan atau sepenuhnya ditulis pada pihak lain, maka Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidempuan dapat menarik keserjanaan dan ijazah yang telah saya terima.

Padangsidempuan, Maret 2013

Saya yang menyatakan




NURDIANA SIREGAR
NIM. 07 340 0099

DECLARATION OF SELF THESIS COMPLETION

I my self:

Name : Nurdiana Siregar
Number of Registration : 07 340 0099
Department/ Study Program : Tarbiyah/ English Education
Thesis : The students ability in using coordinating and subordinating conjunctions at grade VIII MTsN Batang Angkola

Had written this thesis with consultative aids of advisors, devoiding of plagiary and others' un-registered advice based on Students' Code case 14 verses 2.

This statement is accomplished fully responsibility. The writer will receive every chastisement if there is inaccurate on this statement as sentenced in Students' Code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

Padangsidimpuan, March 2013
Assertive writer



NURDIANA SIREGAR
Reg. No: 07 340 0099

**DEWAN PENGUJI
SIDANG MUNAQASYAH SKRIPSI**

Nama : NURDIANA SIREGAR
NIM : 07 340 0099
Judul : THE STUDENTS ABILITY IN USING COORDINATING AND
SUBORDINATING CONJUNCTIONS AT GRADE VIII MTsN
BATANG ANGKOLA

Ketua,



Drs. H. Muslim Hasibuan, M.A
NIP. 19500824 197803 1001

Sekretaris,


Magdalena, M.Ag
NIP. 19740319 200003 2 001

Anggota


1. **Drs. H. Muslim Hasibuan, M. A**
NIP. 19500824 197803 100


2. **Magdalena, M.Ag**
NIP. 19740319 200003 2 001


3. **H. Nurfin Sihotang, M.A, Ph.D**
NIP.19570719 199303 1 001


4. **Yusni sinaga, M.Hum**
NIP. 19700715 200501 2 010

Pelaksanaan Sidang Munaqosyah

Di : Padangsidempuan

Tanggal : 10 Mei 2013

Pukul : 09.00 s/d 11.00 WIB

Hasil/ Nilai : C/65,00

Predikat : ~~Cukup baik~~/Baik/Amat Baik/Cum Laude*

*Coret yang tidak perlu



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

PENGESAHAN

Judul Skripsi : THE STUDENTS ABILITY IN USING COORDINATING
AND SUBORDINATING CONJUNCTIONS AT GRADE
VIII MTsN BATANG ANGKOLA

Ditulis Oleh : NURDIANA SIREGAR
NIM : 07 340 0099

Telah dapat diterima untuk memenuhi salah satu tugas
dan syarat-syarat dalam memperoleh gelar
Sarjana Pendidikan Islam (S.Pd.I)

Padangsidimpuan, Mei 2013



Dr. H. Ibrahim Siregar, MCL.
NIP. 19680704 200003 1 003

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, the researcher would like to convey her grateful to Allah SWT. The most creator and merciful who has given her the health, time and chance for finishing this thesis: **“The Students Ability in Using Coordinating and Subordinating Conjunctions at Grade VIII MTsN Batang Angkola”**. This thesis is written in order to fulfill one of the requirements for being Sarjana Pendidikan in the English section at the Tarbiyah Faculty of State College for Islamic Studies (STAIN) Padangsidempuan. Hence, this thesis paper has been under taken.

In writing this thesis, the writer is assisted by some people and institutions. Therefore, in this opportunity the researcher would like to express her gratitude to the following people:

1. Special thanks are due to H. Nurfin Sihotang, M.A.Ph.D, as her advisor I who has helped the writer to complete this research.
2. Special thanks are due to Yusni Sinaga, S.Pd., M.Hum, as her advisor II who has helped the researcher to complete this research.
3. Special thnks are due to Rayendriani Fahmei Lubis, M.Ag, as the chief of English Selection
4. Special thanks are due to DR. H. Ibrahim Siregar, MCL, as the chief of State College for Islamic Studies (STAIN) Padangsidempuan
5. Thanks are due to the chief and chief Assistant of state for Islamic Studies (STAIN) Padangsidempuan
6. Thanks are due to Hj. Zulhimma, S.Ag, M.Pd, as the chief of Tarbiyah Department and her staff
7. Thanks are due to Drs. Samsuddin Pulungan, M.Ag, as the chief of Library and his staffs have elnd me books to the writer in this research
8. Thanks are due to Moh. Rafiq, M.A., as her academic advisor
9. Thanks are due to all lecturers who have taught, guided and also encouraged her during studying in STAIN Padangsidempuan

10. Thanks are due to my parents who have support and motivation during study in STAIN Padangsidempuan
11. Thanks are due to all of my best friends “Laila Febriani, Lainatus Sifah, Mariati, Nurlia, Irham Rasidy, Ahmad Muajir, Alfian Ramadhan, Adinomo, Elisma Saputri, Endang Suryantina, Lisdaniati and Aprida Yanti who have given support and helping in this research.

And finally the writer would like to express her excellent grateful to her parents, brother and sisters who have given the supports to her, both of the moral and material supports, never ending encouragements and understanding given during her academic years at the English section of State College for Islamic studies (STAIN) Padangsidempuan.

This thesis is still so far from being perfect based on the weakness of the researcher. Therefore, the researcher expects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidempuan, May 2012


NURDIANA SIREGAR
NIM: 07 340 0099

ABSTRACT

Name : Nurdiana Siregar
NIM : 07 340 0099
Faculty : Tarbiyah
Program Study : English Program
Title of Thesis : The Students Ability in Using Coordinating and Subordinating Conjunctions at Grade VIII MTsN Batang Angkola.

The aims of research were to know ability of the students in using conjunctions sentences at grade VIII MTsN Batang Angkola. The difficulties of students in using coordinating and subordinating conjunction at grade VIII MTsN Batang Angkola and the efforts of English teacher in overcoming the difficulties at grade MTsN Batang Angkola.

In this research, researcher used qualitative approach in the type of the descriptive analysis. There were 34 students of analytical unit from 145 students at grade VIII MTsN Batang Angkola. In collecting data, the research used the instrument of the research are test for students, the test consist of 20 items in multiple choice, and interview and observation for the English teacher and head master.

Based on the result of research, researcher found that the ability of second year students at MTsN Batang Angkola in using coordinating and subordinating conjunctions was enough 52,06 category. The students difficult in using coordinating and subordinating conjunctions, the students must able to use where put the conjunctions. The students has many vocabularies and never memorizes the vocabularies, needed long time to open dictionary. And the students felt difficult in using conjunctions to correlate independent and dependent sentence, especially in coordinating and subordinating conjunctions.

The efforts done by English teacher to overcoming the students' difficulties of the ability in using coordinating and subordinating conjunctions at grade VIII MTsN Batang Angkola. The English teachers often repeat the lesson and give more examples, which example familiar with students, lives and sometimes the teacher made the example with Indonesian language. The difficulties of students about vocabularies the teacher asked the students to choose the one of the word. Before the English teacher gave the lesson, the teacher asked the late students will write the English words and then they might get into the class and join the lesson.

CURRICULUM VITAE

Name : Nurdiana Siregar
Registration Number : 07 340 0099
Place / Date of Birth : Tolang Julu, 18rd June 1987
Sex : Female
Address : Jln. Mandailing, Tolang Julu.(Sayur Matinggi)
Fathers' Name : Alm,Syakirin Siregar
Mothers' Name : Syarifah

Educational Background

Primary School : at SDN Sipange (1999)
Junior High School : at MTsN Tolang Julu (2003)
Senior High School : at SMA Negeri 1 Pintu Padang (2006)
Institute : at Educational English Department of Tarbiyah Faculty at
STAIN Padangsidempuan (2012)

Appendix 1

PEDOMAN OBSERVASI (OBSERVATION GUIDENING)

1. Lokasi MTsN Batang Angkola
(The location of MTsN Batang Angkola)
2. Sarana dan prasarana yang digunakan sebagai penunjang proses kegiatan belajar mengajar
(Media or tools that used to help or make the teaching activity effectively)
3. Metode yang digunakan ketika guru mengajar conjunction
(The method that used by the teacher when teaching conjunction)
4. Cara guru dalam penyampaian materi conjunction
(The teachers strategy in teaching material of conjunction)

Appendix II

PEDOMAN WAWANCARA (INTERVIEW GUIDENING)

A. Interview to the English Teacher

1. Apa buku pokok yang digunakan Bapak/ Ibu dalam mengajar conjunction?
(What is primer book that used by the teacher in teaching?)
2. Bagaimana hasil belajar siswa dalam pembelajaran conjunction?
(How about the students result in learning conjunction?)
3. Kesulitan-kesulitan apa yang dihadapi siswa ketika belajar conjunction?
(What are the students difficulties in Learning Conjunction?)
4. Bagaimana Bapak/ Ibu guru memecahkan masalah tersebut?
(How do the English teacher solve the problems?)
5. Apa media Bapak/ Ibu ketika mengajar conjunction?
(What are the mediums of the teacher in teaching conjunction?)
6. Apa indicator yang digunakan Bapak/ Ibu untuk menentukan kemampuan siswa dalam menguasai conjunction?
(What is the indicator that used by the teacher to determine the students ability in conjunction?)

B. Interview to the Headmaster

1. Apa yang melatarbelakangi berdirinya MTsN Batang Angkola?
(What is the background of MTsN Batang Angkola?)
2. Sudah berapa lama MTsN Batang Angkola berdiri?
(How old the MTsN Batang Angkola is builded?)
3. Berapa jumlah guru Bahasa Inggris di MTsN Batang Angkola?
(How many teacher are there in MTsN Batang Angkola?)
4. Berapa jumlah siswa di MTsN Batang Angkola?
(How many students are there in MTsN Batang Angkola?)

C. Interview to the Students

1. Bagaimana kemampuan adik dalam menggunakan conjunctions?
(How is your ability in using conjunctions?)
2. Apakah menurut adik menggunakan conjunction itu sulit?
(Do using conjunctions is difficult for you?)
3. Kesulitan-kesulitan apa saja yang adik hadapi dalam menggunakan conjunctions?
(What are your difficulties in using conjunctions?)
4. Bagaimana adik memecahkan masalah tersebut?
(How your solutions to solve this problems?)

Appendix III

Choose either *a*, *b*, *c* or *d* as the best answer to the question ... !!!!

1. Yanti sits on a chair reads a book
 - a. But
 - b. and
 - c. If
 - d. Not
2. You can read this book . . . you like
 - a. If
 - b. So
 - c. and
 - d. But
3. She could go to Bali . . . she could just stay here
 - a. So
 - b. But
 - c. Or
 - d. And
4. I can not go to school . .. I am sick
 - a. because
 - b. If
 - c. And
 - d. So
5. I went to your house . . . you were not at home
 - a. And
 - b. While
 - c. But
 - d. Because
6. I hate you . . . you hate me
 - a. So
 - b. Because
 - c. While
 - d. Or
7. Ani is poor . . . she is clever
 - a. And
 - b. But
 - c. So
 - d. While
8. Ahmad . .. Ani go to school
 - a. So
 - b. And
 - c. But
 - d. If
9. I saw you yesterday . . .you did not see me
 - a. Although
 - b. While
 - c. so
 - d. Nor

10. it is going to rain . . . the barometer is falling
- a. Though
 - b. While
 - c. For
 - d. Although
11. I will not see her . . . she comes to my house
- a. Though
 - b. Because
 - c. While
 - d. For
12. We go to the mall . . . to the bookstore
- a. And
 - b. But
 - c. Or
 - d. For
13. You can borrow my book . . . you are interest
- a. If
 - b. While
 - c. When
 - d. When
14. I am sick . . . I go to school
- a. And
 - b. But
 - c. Yet
 - d. When
15. My mother always manages us . . . she is busy with her duty
- a. When
 - b. and
 - c. But
 - d. Though
16. Sifa is beautiful . . . honest
- a. And
 - b. But
 - c. If
 - d. When
17. I am go to the school . . . she success
- a. When
 - b. So
 - c. For
 - d. Although
18. Yuni worked hard . . . she success
- a. But
 - b. And
 - c. While
 - d. If
19. She wants go to the Mecca . . . she doesn't have much money
- a. So
 - b. Yet
 - c. Although
 - d. But

20. Did you go to Sihitang . . . Siborang

a. And

c. Or

b. But

d. If

Key words

- | | | | |
|-----|---|-----|---|
| 1. | B | 11. | A |
| 2. | A | 12. | A |
| 3. | C | 13. | A |
| 4. | A | 14. | C |
| 5. | C | 15. | D |
| 6. | B | 16. | B |
| 7. | B | 17. | D |
| 8. | B | 18. | A |
| 9. | B | 19. | C |
| 10. | C | 20. | C |

The research calculated the score by using the following formula

$$\begin{aligned} &= \frac{\sum score}{\sum responden \times \sum item \times \text{Nilai item tertinggi}} \times 100\% \\ &= \frac{1770}{34 \times 20 \times 5} \times 100\% \\ &= \frac{177000}{3400} \\ &= 52,06 \end{aligned}$$



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

Sekretariat : Jl. Imam Bonjol Km. 4,5 Sihitang Telp. 0634-22080 Padangsidimpuan 22733

Nomor : Sti.14/USB/P...../2010
Lamp : -----
Hal : Pembimbing Skripsi

Padangsidimpuan, 2010
Kepada
Yth. 1. H.Nurfin Sihotang, M.A.Ph.D
2. Yusni Sinaga, S.Pd. M.Hum
di-
Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut di bawah ini sebagai berikut :

Nama/NIM : NURDIANA SIREGAR/ 07.340.119
Jurusan/Prog. Studi : Tarbiyah / B. Inggris-3
Judul Skripsi : The Student Ability In Using Coordinating And Subordinating Conjunctions At Grade VII Of MTs Negeri Batang Angkola.

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.
Wassalamu'alaikum Wr. Wb.

KETUA PRODI BAHASA INGGRIS

RAYENDRIANI FAHMEI LUBIS, M.Ag.
NIP. 19710510 200003 2 001

KEPALA UNIT PENYUSUNAN SKRIPSI

Drs. AGUS SALIM LUBIS, M.Ag.
NIP. 1963821 199303 1 003

An. PEMBANTU KETUA I
KETUA JURUSAN TARBİYAH

Hj. ZULHIMMA, S.Ag., M.Pd. M.
NIP. 19720703 199703 2 003

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA

PEMBIMBING I

H.Nurfin Sihotang, M.A.Ph.D
NIP.1975707191993031001

BERSEDIA/TIDAK BERSEDIA

PEMBIMBING II

Yusni Sinaga, S.Pd. M.Hum
NIP. 197007152005012010



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

Alamat : Jl.Imam Bonjol Km 4,5 Sihitang Telp (0634) 22080 Padangsidimpuan 22733
email:stainpasid@yahoo.co.id

Padangsidimpuan, 18 April 2012

Nomor :Sti.14/I.B.4/PP.00.9/819 /2012

Lamp. :-

Hal : **Mohon Bantuan Informasi
Penyelesaian Skripsi.**

Kepada Yth.
Kepala MTsN Batang Angkola
Kecamatan Batang Angkola
di-

Tapanuli Selatan

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)
Padangsidimpuan menerangkan bahwa :

Nama : Nurdiana Siregar
Nomor Induk Mahasiswa : 07.340.0099
Jurusan/Prog.Studi : Tarbiyah/TBI
Alamat : Tolang Julu

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi
dengan Judul **"The Students' Ability In Using Coordinating And Subordinating
Conjunctions At Grade VIII MTsN Batang Angkola"**.

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.


Drs. Irwan Saleh Dalimunthe, MA
NIP 19610615 199103 1 004

Tembusan :
1. Bina Skripsi
2. Arsip



KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI BATANG ANGKOLA
KABUPATEN TAPANULI SELATAN
Jalan Mandailing KM.23,5 Desa Tolang Julu Kec. Sayur Matinggi

Kode Pos 22774

SURAT KETERANGAN

No. MTs.02.10.43/HM.01/ 68 /2012

Yang bertanda tangan di bawah ini :
Nama : ALI ASPAN,S.Ag
NIP : 19610605 199103 1 002
Pangkat/Gol : Pembina (IV/a)
Jabatan : Kepala MTsN Batang Angkola

Dengan ini menyatakan dengan sesungguhnya bahwa :

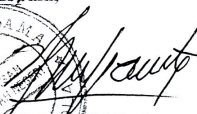
Nama : Nurdiana Siregar
Nomor Induk Mahasiswa : 07.3400099
Jurusan / Prog. Studi : Tarbiyah / TBI
Alamat : Tolang Julu

Telah melaksanakan Riset Penelitian Di Madrasah Tsanawiyah Negeri Batang Angkola (MTsN Batang Angkola) sesuai dengan Judul “ The Students Ability In Using Coordinating And Subordinating Conjunctions At Grade VIII Of MTsN Batang Angkola Kecamatan Sayur Matinggi Kabupaten Tapanuli Selatan “.

Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dapat di gunakan seperlunya.

Tolang Julu , 18 Juli 2012

Kepala,


ALI ASPAN,S .Ag
NIP. 19610605 199103 1 002

CHAPTER I

INTRODUCTION

A. Background of The Problems

English as a tool of communication has brought the people to change their habitual and culture to use it in daily activities. It is used in many countries throughout the world. English also has been taught by many countries in the world remembering the advantages of it. It is an international language which many people want to be able to understand and achieve it.

One of the most languages that have studied in every level education in Indonesia is English. English is a current language in the world and it can be used as an international language. In Indonesia, English become a compulsory subject since years ago, and it learns from elementary up to university.

In Junior High School English also studied by every students. In studying English, every students should master the based English competence such as reading, speaking, listening and writing. The main aims of the competence is expected to improve the students English communicatively.

In learning English as language students are expected to master the aspect of language and which one of the language aspect is structure. The competence of students in writing always influenced by their ability in mastering English structure. There are many classifications of sentence in English, they are

simple sentence, compound sentence, complex sentence, and compound complex sentences.

Compound sentence made up two independent clauses joined by coordinating conjunction (and, but, for, or, yet, not, so). Coordinating conjunction is related sentence or parts of sentences which have the value same, such as independent or independent other and dependent or dependent other. And complex sentence is a sentence made up of one independent and one dependent clause joined by subordinating conjunction (if, though, although, because). Than subordinating conjunction is related to independent with dependent sentence.

Unfortunately, not all students are successful say that English especially in grammar ability. Most of students say that English is difficult. It can be seen from their grammar they never write a good sentence English, even when they are having English subject. They are lazy to practice writing. They still use their own language and the other students think that English is just as a foreign language.

Many efforts have been done by teachers to increase the student's ability in grammar, especially in conjunctions a lot of mastery. Some methods, have been done but the reality in the society shows that there are many senior high school students still unable in grammar. This condition is signal that they do not have ability in grammar. It is same as the writer during taught in MTsN Batang Angkola.

There are many problems of grammar in English at MTsN Batang Angkola. Based on pre-observation of researcher, when I taught practice there,

than I see their note and score is low about conjunction. Some of students are poor in grammar. When the teacher asks them to write their experience in last holiday, almost the student can not do it well. Students are ashamed to write of sentence, even though they are afraid of making mistake in using conjunction especially coordinating and subordinating. Only the clever students will get more chants to participant in the class.

On the other hand to make clearly about the fact, there are a lot of problems of students in grammar. For example many of the students imitate their friend tasks, sometimes they don't know the using of conjunctions in writing sentences. Based on the problems above the writer cares about it, finally the writer does research of "The Students Ability In Using Coordinating And Subordinating Conjunctions At Grade VIII Mtsn Batang Angkola"

B. Identification of the Problems

Based on the background of research about students activities and learning grammar, must of students say that English is difficult, it can be seen from their grammar, they seldom write English sentence well, when they are having English subject. They are lazy to practice writing in English. They still use their own language in a short away, they are still poor in English especially writing.

C. Limitation of the Problems

The problems of grammar are very large but cause of the limitation of time, expense, knowledge by the researcher .so the researcher have to limits this problems based on the condition. So the limitation of the problems of this research as below:

1. Conjunction of the research only focused in using coordinating and subordinating. coordinating conjunction (and, but, for, or, yet)
2. Conjunction subordinating (while, if, though, although, because)

D. Formulation of the Problems

In conducting research, the writer describes of the problems as follow:

1. How are the students ability in using coordinating and subordinating conjunction at Grade VIII MTsN Batang Angkola?
2. What is the difficulties of students in using coordinating and subordinating conjunction at Grade VIII MTsN Batang Angkola?
3. What are efforts of the English teacher in overcoming the difficulties at Grade VIII MTsN Batang Angkola ?

E. Aims of the Research

Based of formulation of the problem, they are:

1. To know the students ability in using coordinating and subordinating conjunction at MTsN Batang Angkola.

2. To know the difficulties of the students in using coordinating and subordinating conjunction at MTsN Batang Angkola.
3. To know what are the efforts done by the English teachers in overcoming the students' difficulties.

F. Significances of the Research

The significant of the research is expected to be useful for the teacher to improve their teaching of conjunction. It is also expected to be useful for the students in increasing their ability in using conjunction. The significance has two major benefits follows:

1. Theoretically
 - a. To fulfill a requirement to reach the first strata degree in English section in education department of state collage for Islamic studies Padangsidempuan
 - b. As an input for the readers especially the English learners that is research is expected to be able to improve their knowledge in learning conjunction.
2. Practically
 - a. As an input for the headmaster in guiding his English teacher
 - b. As an input for the English teacher in teaching process especially in learning conjunction.

As an input to the students to increase their ability in using conjunctions

G. Definitions of Operational Variable

To ambiguity there are two variables they are:

1. Students

According to Horby states that the student is a person who is studying at a school or college.¹ And according to Indonesia dictionary, the student is a learner especially on the grade of elementary. Junior and senior high school². Based on those definitions above, the researcher concludes that the student is a person who learn on the elementary, junior and senior high school not only on the formal education but also on the informal education.

- ### 2. Ability is physical, mental or legal to perform (he has ability to accomplish what ever he sets his mind to)³. Next in Indonesian dictionary state that kemampuan adalah kesanggupan, kekuatan untuk melakukan sesuatu; kekayaan yang dimiliki (ability is a power or a mental of someone to do something: a property that he/she has)⁴. Based on those definitions above the researcher concludes that ability is a mental, power or legal of someone to do something by his/her self.

¹Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 1187

²Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p. 1077

³A Meriam Webster, *Webster's Collegiate Thesaurus* (USA: Massa Chussets, 1976), p.33

⁴Tim Prima Pena, *Kamus Besar Bahasa Indonesia* (TT: Gitamedia Press, tt), p. 511

3. Conjunction (kata sambung) digunakan untuk menghubungkan kata yang satu dengan kata yang lainnya, atau kalimat yang satu dengan kalimat lainnya.⁵
(Conjunction is used to correlate one word with other word, or in sentence to other sentences.
4. Coordinate conjunction is parts of grammar, with the exception of for can join any to (or some) parallels parts of a sentences.
Example: They are clever and he also.
5. Subordinating conjunction is conjunctions which are used to join. Clauses of unequal rank are know as subordinating conjunctions⁶.
Example: She came when I was reading a novel.
6. MTsN Batang Angkola is one of a junior high school in Sayurmatinggi as the location of this research.

H. Script Out Line

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with details as follow:

Chapter one consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, aims of the research, significances of the research, definition of operational variable, script outline.

⁵Andika Pratiwi & Gartika Rahmasari, *How To Write In English Correctly*, (Jakarta: Laskar Aksara, 2011), p. 55.

⁶Zandvoort, *A Handbook of English Grammar* (Singapore: The English Language Book Society, 1980), p. 234

Chapter two, consist of the theoretical description, review of related finding and conceptual framework.

Chapter three, consist of the methodology of research, the place and time of the research, method of the research, the sources of data, the instrument of collecting data, the techniques of data analysis.

Chapter four, consist of the result of the research and analysis of data which in at the describing of data.

Finally, chapter five consist of conclusion, implication and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

1. The Definition of Conjunction

In this case, firstly the researcher will discuss about definition of conjunction. Conjunction is part of grammar Marcella Frank says that, conjunction are historically derived of other parts of speech, particularly from prepositions. Like preposition, the conjunctions are members of a small class that have no characteristic form. The function chiefly as non movable structure words that join such units as parts of speech phrases, or clauses¹. According to Slamet Riyanto, Conjunction are words that are used to connect words or a group of words or sentences². According to Jayanthi Dakshina Murthy conjunction a word which joins together sentences or word and clauses is known as conjunction³. Next Irwansyah says that conjunction adalah kata-kata yang menghubungkan kalimat dengan kalimat lainnya atau bagian-bagian dari kalimat⁴.

¹Marcella Frank, *Modern English A Practical References Quite* (New York: Prentice Hall), p. 206.

²Slamet Riyanto, *A Complete Grammar For Toefl Preparation* (Yogyakarta: Pustaka Pelajar, 2009), p. 89.

³Jayanthi Dakhsina Murthy, *Contemporary English Grammar* (New Delhi: Book Place, 2003), p. 212.

⁴Irwansyah, *Mastering English Grammar* (Jakarta: Puspa Suara, 2006), p. 91.

(Conjunction is the words to related a sentences to other sentences or parts of sentences).

For example: but, yet, although, nevertheless, however, in spite of, for, because, both, either, nor, as, when, while, if and so⁵. Conjunction are usually used in the adverbial clause⁶.

Beside it according oxford advanced learner's dictionary, conjunction is word that joins other words, clauses, etc⁷.

Based on the definition above, the researches assumes that she agree with "Slamet Riyanto" because conjunction are words that are used connect words or a group of words or sentence. So the researcher concludes that conjunction is parts of grammar the used to connect words or a group of words or sentences.

2. There are Two Types of Conjunction

a. Coordinating Conjunction

Writing a good sentence is very important in English. As we know that, Sentence Consist of subject, predicate, and object or conjunction. Conjunction has the important function to correlate between word in a sentence. Based me coordinating conjunction is a word which used in a

⁵*Ibid*, p. 91.

⁶Slamet Riyanto, *A Handbook Of English Grammar* (Yogyakarta: Pustaka Pelajar, 2010), p. 85.

⁷As Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1987), p. 180.

sentence to correlate word or sentence. Coordinating conjunction usually used in compound sentence.

According to M.J Lado, “coordinating conjunction is the word used to related word although too sentences have the same function”⁸. Next, according to Wren and Martin in his book high school English grammar composition “the sentence contains two independent statements of equal rank or importance. So the conjunction joining together these two statements or clauses of equal rank is called a coordinating conjunction”⁹.

Then, George E Wilson and Julia M. Burks States, ”Coordinate join equal sentence parts. We have seen that compound subjects and predicates are joined together by these words. They are actually used to join any conjunction parallel elements of the sentence”¹⁰. Addition Marcella Frank stated “A coordinate conjunction join structural units that are equal grammatically. The conjunction came before the last unit and is grammatically independent of this unit”¹¹. More ever, according to Jayanthi Dakshina, coordinating conjunction: “conjunction which are used to join together clauses of equal rank are known as coordinating conjunctions”¹².

⁸ M.J Lado, *Practical Complete English Grammar* (Jakarta: Titik Terang, 2008), p. 250.

⁹Wren dan Marthin, *High School English Grammar & Composition* (New Delhi: S. Chand and Company LTD, 1994), p. 151.

¹⁰George E. Wishon and Julia M. Burks, *Let's Write English* (New York: American Book Company, 1980), p. 135.

¹¹Marcella Frank, *Op. Cit*, p. 206.

¹²Jayanthi Dakhsina, *Op. Cit*, p. 214.

Based on the definition above, the writer concludes coordinating conjunction is a kind of conjunction which used to correlate to sentences or clauses. Next coordinating conjunction usually used to compound sentences. Finally, coordinating conjunction that join items of equal grammatical importance.

Coordinating conjunction joins equal sentence part. Coordinating conjunction joins Structural unit that are equal grammatically. They are used to connect any parallel element of sentences.

Compound subject and predicate are join together by this conjunction, they are actually used to join any parallel elements of sentences.

Marcelle Frank Stated that a coordinate conjunction may be followed by another coordinate conjunction or by a conjunctive adverb, in such a use, the principal meaning is in the second word.

But Skill

And Yet

And So

And Therefore

And Thus

Or Otherwise

Or Else

Such combinations are used not only with independent clauses but with words, phrases, and dependent clauses. If a strong break is desired between clauses ordinarily joined by either, a coordinate conjunction or a conjunctive adverb, the clauses may be written as two. Separate sentences. Textbooks Warn against starting a sentence with one of these connectives, especially the coordinate conjunction, a chief reason being that the young writers have a tendency to break up short sentences into still shorter ones¹³.

1) Kinds of Coordinating Conjunction

- a) Cumulative or copulative which merely add one statement to another

(1) And

For example:

- He didn't write, and I didn't feel at rest
- She looked and smiled at me

(2) Both...And

For example:

- He was both degraded and expelled
- He is both a drunkard and a coward

¹³Marcella Frank, *Op. Cit*, p. 227-228

(3) Also

For example:

- He is honest, and you also
- He is poor, and you also

(4) As well as

For example:

- He as well as you is Quality
- Rudi as well as Yanti is clever

(5) No less than

For example:

- He no less than you is quality
- You no less than her is foolish

(6) Not only...But

For example:

- Not only I, but all the other men declare this to be true
- Not only Rudi, but also Rasmi follows to Medan

(7) Not only...But also

For example:

- She is not only beautiful but also clever
- Not only is he dependable, but he is also trustworthy

(8) Now

For example:

- Now that I am older, I understand better
- Now, that I am clever, I can each this question¹⁴

b) Adversative which express opposition or contrast between two statement:

(1) But

For example:

- He is poor, but honest
- Yanti is poor, but happy

(2) Yet

For example:

- She is very rich, yet she isn't connected
- She is funny girl, yet she doesn't have a good boy friend.

(3) Still

For example:

- She is very rich, still she isn't connected
- She is very clever, still she isn't related

¹⁴John S. Hartanto at all, *English Grammar* (Surabaya: Indah Anggota Ikapi, 2009), p. 327.

(4) Nevertheless

For example:

- He is a clever man, nevertheless he often makes mistakes
- He is generous man, nevertheless he often impolite

(5) However

For example:

- I'd like to go, however I haven't the time
- He was ill, however he managed to do his job

(6) Where as

For example:

- Wise men love truth, where as fools shun at
- Sinta has got married, where as she is still in university

(7) Only

For example:

- The book is interesting, only too long
- The home is great, only too large

c) Disjunctive or alternative which express a choice between two alternative.

(1) Either...or

For example:

- He cannot either read or write
- Either that boy sinned or his parents

(2) Neither...nor

For example:

- He can neither read nor write
- He was neither an opium smoker nor a drunkard

(3) Or

For example:

- Ring tom or bill
- She doesn't smoke or drink

(4) Else

For example:

- Run, else you'll be late
- Boy, else you are noisy

(5) Other wise

For example:

- You must take rest, other wise you'll lose your health
- You should lunch, other wise you will sick for next¹⁵

d) Illative which express an inference

(1) Therefore

For example:

- He was out of health, and therefore he couldn't go to school

¹⁵ . Wren Marthin, *Op. Cit*, p. 153.

- The CD is not available here, therefore you can find it in another CD center

(2) So

For example:

- It is time to go, so let us start
- The books were cheap, so I bought all of them

(3) So then

For example:

- It is time to go, so then let us start
- I had a headache last night, so then let us bed soon

(4) Then

For example:

- If you wrong, then you must admit it
- If you are false, then you must correct your self

(5) For

For example:

- It is going to rain, for the barometer is falling
- The students failed, for he was very ill this year¹⁶

¹⁶John S Hartanto dkk, *Op. Cit*, p. 329.

b. Subordinating Conjunction

Subordinating conjunction is conjunction that join items, particularly clause, of unequal grammatical importance these conjunction typically signal the power in relationship between the elements. Some common subordinating conjunction are while, if, though, although, because, when.

According to David Morley, subordinating conjunctions, also called subordinates or binders, introduce subordinate clauses and join or bind clauses of unequal grammatical status.¹⁷

The others, As R.W. Zandvoort said that many subordinating conjunction (that is a conspicuous exception) may introduce free adjust. One are to example may be added to those given in 61 2b. “you’ll want day tomorrow, I suppose? Said scrooge-if quite convenient, sir“ whatever the result, the experiment is worth trying¹⁸.

Next, Drs. S. Hartono, dkk stated that “Subordinating conjunctions adalah menghubungkan kalimat pokok dengan anak kalimat”¹⁹. (subordinating conjunctions connects dependent and independent clause).

Addition according to A.J Thomson and A.V Martinet, “subordinating conjunction introduces subordinate adverb or noun

¹⁷ G. David Morley, *Syntax in functional Grammar* (London: Continuum, 2000), p. 43.

¹⁸ John S Hartanto dkk, *Op. Cit*, p. 332.

¹⁹ A. J. Thomson and A.V Martinet, *A Practical English Grammar*, (London: Oxford University Press, 1986), P. 289

clauses and are dealt with in the chapters on the different types of clauses”. More ever, Jayanthi Daksina Murphy said that “Subordinating conjunction which are used to join clauses of unequal rank”.²⁰

Based on all definition above the writer concludes that subordinating conjunction connects dependent clause and independent clause. It is clear that each conjunction indicates the nature of the ideas related between sentences. It shows meaning relationships between two sentences. Thus, conjunction can be especially helpful for the reader because they point out the intention or purpose of the sentence.

1) Kinds Of Subordinating Conjunctions

a) Time

Example:

- I would die before I lied
- You can sit down while I stand
- I will go as soon as he comes

b) Cause or reason

Example:

- My strength is as the strength often because my heart is pure
- We can do nothing as he refuse

²⁰ . Wren Marthin, *Op. Cit*, P. 154

c) Purpose

Example:

- We eat that we may live
- We eat so that we may live

d) Condition

Example:

- Rama will go if Hari goes
- You can read this book if you like

e) Concession

Example:

- I will not see him, though he come
- He worked hard even though he was tire

f) Comparison

Example:

- He is stronger than Rustum
- He is as clever as you²¹

2. Indicator of Coordinating and Subordinating Conjunctions

To know indicators about student's skills in conjunction, students must comprehend about it, such as:

²¹John S Hartanto at all, *Op. Cit*, p. 334

- a. The student expected to practice using coordinating and subordinating conjunctions in writing sentences
- b. The students must know and comprehending about coordinating and suboconjunctiong Conjunctions.
- c. The student are ability to joining sentences to other sentences

B. The Conceptual Framework

Conjunction as stated is important thing to expressing meaning in sentence. Conjunction is one study of the light part off speech in English, where as conjunction has the important role in sentences pattern of English. Conjunction can be combine some ideas in expressing the main sentences and subordinate sentences. Conjunction divided in to coordinating and subordinating conjunction. Coordinating conjunction is the words used to related word although two sentences have the same function. Conjunction is a part of students has studied in every school level because the topic is crucial in order to the student correctly for thus conjunction has been teaching to the senior high school as the topic at lesson that has to be interested of then.

C. Review of Related Findings

There were some related findings to this research. It talked about conjunction. The first, Lila Juliana had done research about “the correlation between conjunction Mastery and the Students ability in forming Compound Sentence At the VIII grade students of SMP Negeri 10 Padangsidimpuan in 2010-

2011 Academic Year”.²² Based on the research, she found that the ability of the eight grade Students of SMP Negeri 10 Padangsidimpuan in 2010-2011 Academic Years. In conjunction mastery can be categorized into the good category. It can be seen from the average Score of conjunction mastery is 71,8. Meanwhile, in this research found that there is a significant correlation between the scores of conjunction mastery test and the students of SMP Negeri 10 Padangsidimpuan in 2010-2011 academic years.

The other hand, Diana Sari Daulay, had on research about the “An Analysis on the Students ability in Using Conjunction to the grade XI students of SMA Negeri Padang Gelugur in 2008-2009 academic year”.²³ Based on the research, she found that the students errors are classified the conjunction in made the sentence, the dominant types of errors in correlative conjunction (but.....and) 25%, but subordinate conjunctions has the error too is in using conjunctions but (15%). The students errors were caused they do not understand about the use of the conjunctions concerning with the function conjunction.

Next, this research, the researcher about “the students ability in using coordinating and subordinating conjunctions at grade VIII MTsN Batang Angkola.

²²Lila Juliana, *The Correlation Between Conjunction Mastery and the Students Ability In Forming Compound Sentence* (Padangsidimpuan, TP. 2011), p. 60

²³Diana Sari Daulay, *An Analysis on the Students Ability in Using Conjunction* (Padangsidimpuan, TP. 2009), p. 27.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of Research

1. The Place

This research had been done at VIII Grade MTSN Batang Angkola in 2011-2012 academic year, with the complete address is on Jl. Mandailing Km 20 Kec. Sayurmatangi.

2. The Time of the Research

This research is started from December 2011 up to May 2012 and will take the data after the research letter come up from the academic office of STAIN Padangsidempuan.

B. Method Of The Research

The research uses Qualitative research. L.R Gay and Peter Airasion stated "Qualitative approach is based on the collection and analysis of non numeric data such as observations, interviews and other more discursive sources of information".¹

¹L. R Gay and Peter Airasion, *Education Research* (Competence for Analysis & Application) (USA: Prentice Hall, 2000), p. 8.

The method used in this research is descriptive method. According to Winarto Surakhman in his book *Pengantar Penelitian Ilmiah Dasar Metode dan Teknik* stated:

Metode Descriptive adalah penyelidikan yang menentukan dan mengalokasikan penyelidikan dengan teknis, angket, observasi atau teknis tes, studi khusus waktu 2 gerak analisis komperatif atau operasional.²

(Descriptive method is a survey that determine and allocate it with interview technical, observation, or test technical studying time of problem and indication comparative analysis or operational).

This method is used to describe the students ability in using coordinating and subordinating conjunctions at grade VIII MTSN Batang Angkola.

Finally, the researcher will use Qualitative Descriptive Method to know “The students ability in using coordinating and subordinating conjunctions at grade VIII MTSN Batang Angkola.

C. The Sources of Data

The sources of data in this research are divided into two parts, they are:

1. Primary sources of data is the second grade of students VIII-1 in MTsN Batang Angkola, they are 145 students. They are divided into four classes. The research took only one class of them. The researcher choose this class because based on researcher when teaching practice in this school more of the

²Winarto Surakhman, *Pengantar Penelitian Ilmiah Dasar Metode dan Teknik* (Bandung: Kasito, 1982), p. 2.

students of class VIII-1 cannot understand in using coordinating and subordinating conjunctions. So that we can see the table as follow:

Tabel 1
The Total of Grade VIII Students of MTsN Batang Angkola in 2011/ 2012
Academic Year

No	Male	Female	Total
VIII-1	15	20	35
VIII-2	16	18	34
VIII-3	12	22	34
VIII-4	19	23	42
Total	62	85	145

2. Secondary of sources data, as information from:
 - a. The headmaster of MTsN Batang Angkola, MR. Ali Aspan Nasution, S.pd
 - b. The English teacher of MTsN Batang Angkola 3 teachers. The research took one of them, she was Mrs. Purnama Lubis, S.Pd

D. The Instruments of Collecting Data

In collecting data, this research will use instrument of collecting data by:

1. Observation

Abdurrahman fanthoni Stated: "*Observasi adalah teknik pengumpulan data yang melakukan suatu pengamatan, dengan disertai pencatatan-pencatatan terhadap keadaan atau prilaku object sasaran*".³

³Abdurrahman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi* (Jakarta: Rineka Cipta, 2006), p. 104.

(Observation is a technique of collecting data which is done through an observation and taking a note a condition or the aim of the object behavior).

The researcher observed directly the process of teaching writing sentences at MTsN Batang Angkola. The indicators in observation as follows: Condition of MTsN Batang Angkola, Learning process in the school, Facilities in learning process, The method that used by the teacher when teaching conjunction, How the students followed received the English subject

2. Interview

Interview is a purposeful interaction usually between two people, focused on one person to get information from the other person⁴. This research will use structural interview. As we know that in structural interview, the researcher prepares the Question an alternative of the answer that will be given to the respondents⁵.

So, the researcher did the interview to the headmaster of MTsN Batang Angkola about the general finding of the school, and English teacher about the effort of English teacher in overcoming the difficulties in conjunctions sentences.

3. Test

Suharsimi Arikunto said: *“Test adalah serentetan pernyataan atau latihan serta alat yang digunakan untuk mengukur keterampilan,*

⁴L.R Gay dan Airasion, *Op. Cit*, p. 219.

⁵Amirul Hadi and Hariyono, *Metodologi Penelitian Pendidikan*, (Bandung: Pustaka Setia, 1998), p. 136.

pengetahuan, intelegence, kemampuan, atau bakat yang dimiliki oleh individu atau kelompok” (the measure the skill, knowledge, ability, or talents are had by individual or group)⁶.

The research will use the test make some Question about conjunction in order to get the score about the ability of students in using coordinating and subordinating conjunctions. . The researcher stated the total of test was 20 items, and the score for each items is 5. It meant that the totality of score for this test was 100.

E. Techniques of Data Analysis

After the collecting data, the researcher will analyze the data, the technique of data analysis will be in presented descriptive form depend on Lexy J. Meleong technique analysis data in qualitative research can be done with these process below:

1. Starting from research about all data which consist of some source data
2. Holding reduction of data with making abstraction
3. Arranging in one unit
4. Categorization to the next steps
5. Holding investigation about validity of data
6. Making interpretation of data.⁷

So the researcher makes the technique analysis data for this research. The data will be analyzed by the following procedure:

⁶Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2005), p. 156.

⁷ Lexy J. Meleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 1999), p.

- a. Classification the data, it is done to classification of primary and secondary data
- b. Check the data collected
- c. Calculate the their result (mark) by using Mean Score, the formula is below:

$$M = \frac{\sum X}{N}$$

Where:

M : Mean Score (average)

N : Sum of respondents

$\sum x$: Total of the result

- d. After calculating and scoring students answer sheets then, their score are consulted into the classification quality on the table below:

Table 2
The Classification Quality of the Students Score

No	Interval	Predicate
1	0% - 20%	Very Low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	High
5	81% - 100%	Very High ⁸

After the data researcher found the mean scores of all students, it is consulted to the criteria as follows:

⁸ Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Penelitian Pemula*, (Bandung: Alfabeta, 2005), p. 89.

- 1) If the value of mean score is 81 – 100, it can be categorized into very good category
 - 2) If the value of mean score is 61 – 80, if the value of mean score is 81 – 100, it can be categorized into good category
 - 3) If the value of mean score is 41 – 61, it can be categorized into enough category
 - 4) If the value of mean score is 21 – 40, it can be categorized in low category
 - 5) If the value of mean score is 0 – 20, it can be categorized into very low category
- e. Finally, the researcher concludes the analysis.

CHAPTER IV
THE RESULT OF RESEARCH

A. General Findings

1. The Strategy of School

This research was conducted at MTsN Batang Angkola In 2011/2012 Academic year. Which the complete addresses at Jl. Mandailing Tolang Julu Kec. Sayurmatangi, Kabupaten Tapanuli Selatan. The school was built because the three subdistrict Batang Angkola, that are Sayurmatangi, Batang Angkola and Siais. There is no Islamic Department. So, the MTsN Batang Angkola was built at 1999 year and has been 15 years old.¹

Table 3
The Teacher Names of MTsN Batang Angkola

No	The Teacher Name	Status	Material of Lesson
1	Ali Aspan Nasution	Headmaster	Arabic Language
2	Dra. Nurbaini Siregar	Ka. Tata Usaha	-
3	Rita Nusari, S.Pd	Teacher	Sejarah
4	Hj. Hilmi Nasution, S.Ag	Teacher	Qur'an Hadist
5	Dra. Warni Holila Pulungan	Teacher	PPKn
6	Nurhasnah, S.Pd	Teacher	Mathematics
7	Bincar Kesehatan, S.Ag	Teacher	BTQ
8	Tapi Yanti Daulay, S.Ag	Teacher	SKI
9	Saunah Siregar, S.PdI	WKM	Arabic Language
10	Suyono, S.Ag	WKM	English Language
11	Nursaniah, S.Ag	Teacher	Aqidah Akhlak

¹ Ali Aspan, The headmaster in MTsN Batang Angkola, *Interview* at 12th March 2012

No	The Teacher Name	Status	Material of Lesson
12	Dra. Dewi Puspa	Teacher	History
13	Mukhlis Tumanggor, S.Pd	Teacher	Sains
14	Purnama Lubis, S.Pd	Teacher	English Language
15	Tupani, S.Pd	Teacher	Economy
16	Ramdihihana, S.Pd	Teacher	Mathematics
17	Siti Hania Hsb, S.Pd	Teacher	Fiqh
18	Nuraini, S.Ag	Teacher	Aqidah Akhlak
19	Desmi Warti Nst, S.Ag	Teacher	Sport
20	Muhajir Ansari, S.Pd	Teacher	Aqidah Akhlak
21	Asmida WAti SIhotang, S.Pd	Teacher	Indonesian Language
22	Khadijah Khairani Nst, M.Pd	Teacher	SKI
23	Efrida WAty, S.Ag	Teacher	History
24	Ainun Mardiyah Dly, S.PdI	Teacher	Sains
25	Basyri Alam Harahap, S.PdI	Teacher	Physic
26	Subri 'Adi, S.Pd	Teacher	Sport
27	Dullah Ritonga, S.Ag	WKM	Sains
28	Sejahtera Siregar, S.Pd	Teacher	Fiqih
29	Drs. Cambong Dalimunthe	Teacher	BTQ
30	Rodiah Anggi Siregar, S.Pd	Teacher	Seni Budaya
31	Rosidah Hsb, S.Ag	Teacher	TIK
32	Misra hannum Lubis, S.Pd	Teacher	English Language
33	Yanti Rakinito Siregar, S.Pd	Teacher	Fiqih
34	Nuraliyah Harahap, S.PdI	Teacher	TIK

2. The Facilities of MTsN Batang Angkola

The facilities were important for supporting the successful of education institution the facilities of MTsN Batang Angkola as follow²:

² The result observation in MTsN Batang Angkola., at 12th March 2012

Table 4
The facilities of MTsN Batang Angkola

No	The Name Of the Unit	Total
1	Classroom	9
2	Library room	1
3	Headmaster room	1
4	Teacher room	1
5	Administration room	1
6	Mosque	1
7	Uks room	1
8	Computer room	1
9	Head bathroom	1
10	Teacher bathroom	1
11	Male students bathroom	1
12	Female students bathroom	1
13	Sport field	1
14	Parking place	1

3. The Teacher and Student

Teacher were the basic factor to do the education process, cause without teacher the learning would not happen. Teacher that would give developed talent and ability of students in learning. The functions and responsibility of the teacher were very big in the school caused the successful of the students in

learning was determined by the teacher. The teacher names of MTsN Batang Angkola as follow:³

Table 5
The English teacher names of MTsN Batang Angkola

No	The Teacher Name
1	Suyono, S. Ag
2	Purnama Lubis, S. Pd
3	Misrahanum Lubis, S. Pd

In learning process, the students were the factor that to be the target that will be guided and developed based on the potency of students. Without the students, an education institution didn't name an education. School caused the students that take the lesson and object of target in learning process. So that, the position of students as educated people is very important. So, the situation of students at MTsN Batang Angkola could be seen as follow:⁴

Table 6
The Situation of Students at MTsN Batang Angkola

No	Male	Female	Total
VIII-1	15	20	35
VIII-2	16	18	34
VIII-3	12	22	34
VIII-4	19	23	42
Total	62	85	145

³ Ali Aspan, The Headmaster In MTsN Batang Angkola, *Interview* at, 13th March 2012

⁴ *The result Observation* in MTsN Batang Angkola at, 13th March 2012

B. Specific Findings

1. Students Ability Descriptions In Using Coordinating and Subordinating Conjunctions at Grade VIII MTsN Batang Angkola

Based on explanation before that ability meant potential, capacity or power (to do something physical or mental), it meant that the students' ability in using conjunctions. The description of the students' ability in using coordinating and subordinating conjunctions. Can be seen based on the results test of the students, observation with students, English teacher and headmaster, and the interviewed of students, English teacher and headmaster.

Based on the result, it was found that students score are diverse. There data description of students ability in using coordinating and subordinating conjunctions at grade VIII MTsN Batang Angkola can be seen the following table:

Table 7
Question Number I:; Yanti sits on a chairreads a book

No	The alternative answer	F	%
1	But	11	32,35%
2	And	21	61,76%
3	If	2	5,89%
4	Nor	-	-
	Total	34	100%

Based on the above the data, it could be known that students choose (And) in sentence were 21 students (61,76%), where as the less, there were 11

students (32,35%) choose “But” students (5,89%) “If” and not students choose “nor”. So, the correct answer is “And”.

Table 8
Question 2: You can reads this book.....you like.

No	The alternative answer	F	%
1	If	14	41,17%
2	So	8	23,53%
3	And	5	14,71%
4	But	7	20,59%
	Total	34	100%

From the above data, it could be known that students determine the “If” of a sentence were 14 students (41,17%) where as less, there were 8 students (23,53%) choose “So” 7 students (20,59%) choose “but” and students (14,71%) choose “and”. Actually the should choose is “If”.

Table 9
Question number 3: She Could go to Bali.....She Could Just Stay Here

No	The alternative answer	F	%
1	So	14	41,17%
2	But	-	-
3	Or	12	35,29%
4	And	10	29,41%
	Total	34	100%

From the above data, it could be known that students determine the “or” of a sentence were 12 students (35,29%) where as less, there were 14

students (41,175%) choose “So” 10 students (29,41%) choose “and” and not students choose “but”. Actually the should choose is “Or”.

Table 10
Question number 4: I cannot go to school..... I am sick

No	The alternative answer	F	%
1	Because	33	79.06%
2	If	-	-
3	And	1	2,94%
4	So	-	-
	Total	34	100%

From the above data, it could be known that students determine the “Because” of a sentence were 33 students (76,06 %) where as less, there were 1 students (2,94%) choose “And” not students choose “so” and not students choose “if”. Actually the should choose is “Because”.

Table 11
Question number 5: I went to your house..... you were not at home

No	The alternative answer	F	%
1	And	8	23,53%
2	While	5	14,70%
3	But	15	44,11%
4	Because	6	17,64%
	Total	34	100%

From the above data, it could be known that students determine the “but” of a sentence were 15 students (44,11%) where as less, there were 8

students (23,53%) choose “And” 6 students (17,64%) choose “because” and 5 students (14,70%) choose “while”. Actually the should choose is “but”.

Table 12
Question number 6: I hate you..... you hate me

No	The alternative answer	F	%
1	So	4	11,76%
2	Because	18	52,94%
3	While	5	14,71%
4	Or	7	20,59%
	Total	34	100%

From the above data, it could be known that students determine the “because” of a sentence were 18 students (52,94%) where as less, there were 7 students (20,59%) choose “or” 5 students (14,71) choose “while” and students (11,76%) choose “so”. Actually the should choose is “because”.

Table 13
Question number 7: Ani is poor..... she is clever

No	The alternative answer	F	%
1	And	5	14,71%
2	But	26	76,47%
3	So	3	8,82%
4	While	-	-
	Total	34	100%

From the above data, it could be known that students determine the “But” of a sentence were 26 students (76,47%) where as less, there were 5

students (14,71%) choose “and” 3 students (8,82%) choose “so” and not students choose “while”. Actually the should choose is “but”.

Table 14
Question number 8: Ahmad Ani go to school

No	The alternative answer	F	%
1	So	-	-
2	And	32	94,12%
3	But	1	2,94%
4	If	1	2,94%
	Total	34	100%

From the above data, it could be known that students determine the “and” of a sentence were 32 students (94,12%) where as less, there were 1 students (2,94%) choose “if” 1 students (2,94%) choose “but” and students (-) choose “and”. Actually the should choose is “and”.

Table 15
Question number 9: I saw you yesterday you did not see me

No	The alternative answer	F	%
1	Although	16	47,07%
2	While	12	35,29%
3	So	3	8,82%
4	Nor	3	8,82%
	Total	34	100%

From the above data, it could be known that students determine the “Although” of a sentence were 16 students (47, 07%) where as less, there

were 12 students (35, 29%) choose “While” 3 students (8,82%) choose “So” and 3 students (8,82%) choose “Nor”. Actually the should choose is “Although”.

Table 16
Question number 10: It is going to rain the barometer is falling

No	The alternative answer	F	%
1	Though	10	29,41%
2	While	12	35,29%
3	For	10	29,41%
4	Although	2	5,89%
	Total	34	100%

From the above data, it could be known that students determine the “For” of a sentence were 10 students (29, 41%) where as less, there were 12 students (35,29%) choose “while” 10 students (29, 41%) choose “though” and 2 students (5,89%) choose “Although”. Actually the should choose is “For”.

Table 17
Question number 11: I will not see her she comes to my house

No	The alternative answer	F	%
1	Though	14	41,18%
2	Because	16	47,07%
3	While	4	11,75%
4	For	-	-
	Total	34	100%

From the above data, it could be known that students determine the “Though” of a sentence were 14 students (41, 18%) where as less, there were 16 students (47, 07%) choose “Because” 4 students (11, 75%) choose “While” and students (-) choose “For”. Actually the should choose is “Though”.

Table 18
Question number 12: we go to the mall..... to the bookstore

No	The alternative answer	F	%
1	And	13	38,23%
2	But	4	11,75%
3	Or	11	32,35%
4	For	6	17,65%
	Total	34	100%

From the above data, it could be known that students determine the “And” of a sentence were 13 students (38, 23%) where as less, there were 11 students (32, 35%) choose “or” 6 students (17, 65%) choose “For” and 4 students (11, 75%) choose “But”. Actually the should choose is “And”.

Table 19
Question number 13: you can borrow my book..... you are interest

No	The alternative answer	F	%
1	If	16	47,07%
2	While	10	29,40%
3	When	8	23,53%
4	For	-	-
	Total	34	100%

From the above data, it could be known that students determine the “If” of a sentence were 16 students (47, 07%) where as less, there were 10 students (29, 40%) choose “While” 8 students (23, 53%) choose “When” and students (-) choose “For”. Actually the should choose is “If”.

Table 20
Question number 14: I am sick..... I go to school

No	The alternative answer	F	%
1	And	13	38,23%
2	But	5	14,71%
3	Yet	7	20,59%
4	When	9	26,47%
	Total	34	100%

From the above data, it could be known that students determine the “Yet” of a sentence were 7 students (20, 59%) where as less, there were 13 students (38, 23%) choose “And” 9 students (26, 47%) choose “When” and 5 students (14, 71%) choose “But”. Actually the should choose is “Yet”.

Table 21
Question number 15: my mother always manages us.....
she is busy with her duty

No	The alternative answer	F	%
1	When	2	5,88%
2	And	4	11,75%
3	But	10	29,42%
4	Though	18	52,95%
	Total	34	100%

From the above data, it could be known that students determine the “Though” of a sentence were 18 students (52, 95%) where as less, there were 10 students (29, 42%) choose “But” 4 students (11, 75%) choose “And” and 2 students (5, 88%) choose “When”. Actually the should choose is “Though”.

Table 22
Question number 16: Shifa is beautiful honest.

No	The alternative answer	F	%
1	And	10	29,40%
2	But	14	41,18%
3	If	6	17,65%
4	When	4	11,76%
	Total	34	100%

From the above data, it could be known that students determine the “But” of a sentence were 14 students (41, 18%) where as less, there were 10 students (29, 40%) choose “And” 6 students (17, 65%) choose “If” and 4 students (11, 76%) choose “When”. Actually the should choose is “But”.

Table 23
Question number 17: I am go to the school..... I’m sick

No	The alternative answer	F	%
1	When	20	58,82%
2	So	-	-
3	For	3	8,82%
4	Although	11	32,35%
	Total	34	100%

From the above data, it could be known that students determine the “Although” of a sentence were 11 students (32, 35%) where as less, there were 20 students (58, 82%) choose “When” 3 students (8,82%) choose “for” and students (-) choose “so”. Actually the should choose is “Although”.

Table 24
Question number 18: Yuni worked hard..... she success

No	The alternative answer	F	%
1	But	16	47,07%
2	And	3	8,82%
3	While	10	29,40%
4	If	5	14,71%
	Total	34	100%

From the above data, it could be known that students determine the “but” of a sentence were 16 students (47,07%) where as less, there were 10 students (29, 40%) choose “while” 5 students (14, 71%) choose “if” and 3 students (8,82%) choose “and”. Actually the should choose is “but”.

Table 25
Question number 19: She wants go to the mecca.....
she doesn't have much money

No	The alternative answer	F	%
1	So	7	20,59%
2	Yet	5	14,72%
3	Although	10	29,40%
4	But	12	35,29%
	Total	34	100%

From the above data, it could be known that students determine the “although” of a sentence were 10 students (29, 40%) where as less, there were 12 students (35, 29%) choose “but” 7 students (20, 59%) choose “so” and 5 students (14, 72%) choose “yet”. Actually the should choose is “Although”.

Table 26
Question number 20: did you go to Sihitang..... Siborang

No	The alternative answer	F	%
1	And	5	14,72%
2	But	5	14,72%
3	Or	22	64,70%
4	If	2	5,88%
	Total	34	100%

From the above data, it could be known that students determine the “Or” of a sentence were 22 students (64, 70%) where as less, there were 5 students (14, 72%) choose “But” 5 students (14, 72%) choose “And” and 2 students (5, 88%) choose “if”. Actually the should choose is “Or”.

After analyzing the data that has been collected from the sources of the research, the researcher got the average scores of students at grade VIII in MTsN Batang Angkola by using mean score (M). The ability of students in using coordinating and subordinating conjunctions at Grade VIII MTsN Batang Angkola were 52,06 and it can be categorized to enough categories. Riduan stated about the classification or the criteria of competence of students as followed:

Table 27

The criteria score interpretation

No	Percentace	Criteria
1	0% - 20%	Very Low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	High
5	81% - 100%	Very high ⁵

Based on the result of the test, the classification of the students' ability in using coordinating and subordinating conjunctions at Grade VIII MTsN Batang Angkola as followed⁵:

Table 28

The classification quality of the students score

No	Classification	Predicate	Total of students	Percentage
1	0% - 20%	Very Low	0	0
2	21% - 40%	Low	4	11,76%
3	41% - 60%	Enough	27	79,42%
4	61% - 80%	High	3	8,82%
5	81% - 100%	Very High	0	0
	Total		34	100%

According to the above classification, it can be seen that:

1. No one of students that can be categorized in to very weak category.

⁵ Riduan, *Ibid*, P. 89

2. There are 4 students that can be categorized into weak category. It means that there are 11,76% of students can be classified into the weak category.
3. There are 27 students that can be categorized into enough category. It means that there are 79, 42% of students can be classified into the enough category.
4. There are 3 students that can be categorized into good category. It means that there are 8, 82% of students can be classified to the good category.
5. No one of students that can be categorized in to very weak category

2. Students Difficulties Using Coordinating and Subordinating Conjunctions at Grade VIII at MTsN Batang Angkola

One of the aims in this research was to know the students' difficulty in using coordinating and subordinating conjunctions at grade VIII MTsN Batang Angkola. The instrument that used to found those difficulties is interview. Researcher made an interview for students and English teacher of MTsN Batang Angkola. Based on the result of observation and interview to English teachers and students, there are student's difficulties using coordinating and subordinating conjunctions:

- a. In using coordinating and subordinating the students must able to use where put the conjunctions that correct. Agus Indra, said that the students

felt difficult in using conjunctions in writing sentences.⁶ The felt, confusing when they were been asked to used conjunctions in writing sentences. In doing the test some of them made wrong answer

- b. Based on the result interview between the researcher with Mitha sari said, the big difficult using conjunctions in writing sentences was about vocabulary. She has many vocabularies and he never memorizes the vocabularies. She needed long time to open dictionary.⁷ Similarly, Linda Putri said that, vocabulary is one of difficulties using conjunctions in writing sentences, because English was difficult to memorize the vocabularies.⁸
- c. The students felt difficult in using conjunctions to correlate independent and dependent sentence, especially in coordinating and subordinating conjunctions. Without the vocabulary, the students notable using conjunctions in writing sentences; the students didn't have many vocabularies. They students felt difficult to answer the test.

⁶Agus Indra. The students of MTsN Batang Angkola. *Interview* at, 13th March 2012

⁷Mitha sari. The students of MTsN Batang Angkola. *Interview* at, 13th March 2012

⁸Linda Putri, The students of MTsN Batang Angkola. *Interview* at, 13th March 2012

3. The Efforts of the English Teacher in Overcoming Difficulties in Using Coordinating and Subordinating Conjunctions

Based on the interview to Mrs. Purnama, as one of the English teachers in MTsN Batang Angkola , she said that, she anticipated the difficulties of the students in using coordinating and subordinating conjunctions like:

- a. The English teachers often repeat the lesson and give more examples, which example familiar with students, lives and sometimes the teacher made the example with Indonesian language. So the students were easy to understand the lesson.
- b. The difficulties of students about vocabularies the teacher asked the students to choose the one of the word.
- c. Before the English teacher gave the lesson, the teacher asked the late students will write the English words and then they might get into the class and join the lesson.⁹

4. The Media of the English Teachers in Using Coordinating and Subordinating Conjunctions

Mrs. Purnama said that, the English teacher use infocus as their book in learning English in MTsN Batang Angkola, but it was dependent to themselves to use the other books as the secondary book in learning English for example: LKS and etc. To support the learning English, the teacher used

⁹ Purnama, The English Teacher In MTsN Batang Angkola, *Interview* at, 13th March 2012

their place or their environment as the near media to make them understood or can received the lesson easy.¹⁰

5. The Method and Strategies that Used by the English Teacher in Teaching Conjunctions

Teaching process was a giving helping process by teacher to the students in learning process. To get success teaching, needed a good strategy. In others words, teacher needed strategy if they want to be succeed in their teaching, because strategy is a plan that intend to use potential and learning facilities to improve affectivity and efficiency in learning. Teaching strategy consist of learning material and procedure that used to help students to achieve the purpose of learning. By using teaching strategy the learning process will be more success.

Every teacher must think about whatever that must be prepared in learning so that the learning process can be success. A good teacher not only gives the learning material to the students, but also she/he gives advice, guidance, motivation, and humor so that the learning process can be interested to the students. Then, teachers had to mastery teaching strategy because teaching strategy helps teachers to handle the learning so that the purpose of learning can be achieved

¹⁰ Purnama, The English Teacher In MTsN Batang Angkola, *Interview* at, 13th March 2012

Based on the result of observation by researcher, generally there were two strategies of teacher in teaching writing sentences at MTsN Batang Angkola. They were activating background knowledge of students and teach writing sentences .

It meant that in teaching writing sentences teacher activated background knowledge of students the first. It can be done by suggest some question to students related to the text. It has done by teacher to interest students to learn and After that English teacher invited the students to write their example in the blackboard.

Based on the researcher's observated when they were learning English, the condition or situation of the class was quiet, they studied seriously and patient to comprehend the material, even though they felled hard or difficult. After the students understood the material, the teacher asked the student made other examples about their lesson and they presented it in front of the class or wrote on the white board or collaged their task and the teacher would check it. If the students still far from the understood, the teacher would ask what they felled hard or difficult and always motivated the students to be better.¹¹

Mrs. Purnama said that, the English teacher used three kinds of method in teaching. Writing about conjunctions were explanation, practice and discussion. *The first*, the English teacher explained the material to the

¹¹ *The result Observation* in MTsN Batang Angkola at, 13th March 2012

students such as thought about coordinating conjunctions, subordinating conjunctions and how to used conjunctions to related sentences. *The second*, the teacher made discussion class. In this season, the teacher gave the chance to ask the unclear explanation. *The third*, after the students understood about the material, then the teacher gave them a test. The test was given to know the students ability in using coordinating and subordinating conjunctions.¹²

C. The Threats of The Research

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test,, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. And also the students didn't do the test seriously. So, the researcher took the sets answers directly without care about 2t.

The researcher was aware all the things would want to be searched but to get the excellent result from the research were more difficult because there were the threats the writer. The researcher the helping from the entire advisors, headmaster and English teachers.

¹²Purnama, The English Teacher In MTsN Batang Angkola, *Interview* at, 13th March 2012

D. The Discussion

The result of this research which the title “the students ability in using coordinating and subordinating conjunctions at grade VIII MTsN Batang Angkola can be categorized into enough category (52,06)” this category different with the researcher before that had been researched by Miss Lila Juliana had done research about “the correlation between Conjunctions mastery and the students ability in forming compound sentence at the VIII grade students of SMP Negeri 10 Padangsidempuan In 2010/2011 academic year. Can be stated into good category (71,8).

Next, according to Diana Sari Daulay, had done the researcher about “ An analysis on the students of SMA Negeri Padangsidempuan Gelugur in 2008/2009 academic year, can be stated into weak category.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. The Conclusion

After treating the collecting data, the next steps are researcher taking the conclusion about this research. It is regard important because it can be describe the final the research it self. And it can be used as the input to the readers and other searchers referring to the topic this research.

1. The students ability in using coordinating and subordinating conjunctions at grade VIII MTsN Batang Angkola 2011-2012 academic year.

The result of this research which the title “ the students ability in using coordinating and subordinating conjunctions at grade VIII MTsN Batang Angkola 2011-2012 academic year; they can be categorized into enough category. It can be seen from the value of the mean score (M) got by the students, that is 52, 06.

2. Students difficulties using coordinating and subordinating conjunctions at grade VIII at MTsN Batang Angkola are:
 - a. The students had poor vocabularies so they felt difficult when they were asked to using coordinating and subordinating conjunctions.
 - b. She has many vocabularies and he never memorizes the vocabularies. She needed long time to open dictionary

- c. The students felt difficult in using conjunctions to correlate independent and dependent sentences, especially in coordinating and subordinating conjunctions. Without the vocabulary, the students notable using conjunctions in writing sentences; the students didn't have many vocabularies. They students felt difficult to answer the test.
3. The efforts of the English teacher in overcoming difficulties in using coordinating and subordinating conjunctions.

Based on the interview to Mrs. Purnama, as one of the English teachers in MTsN Batang Angkola, she said that, she anticipated the difficulties of the students in using coordinating and subordinating conjunctions like:

- a. The English teachers often repeat the lesson and give more examples, which example familiar with students, lives and sometimes the teacher made the example with Indonesian language. So the students were easy to understand the lesson.
- b. The difficulties of students about vocabularies the teacher asked the students to choose the one of the word.
- c. Before the English teacher gave the lesson, the teacher asked the late students will write the English words and then they might get into the class and join the lesson.

B. Suggestions

Based on the conclusions above, researcher gives some suggestions to:

1. To the headmaster of MTsN Batang Angkola, the researcher hopes so that he always motivate the English teacher to increase her ability in teaching English
2. To the English teacher is hoped to suggest her students to pray together before beginning the lesson, and to motivate the students to improve their abilities especially in learning conjunctions and in teaching and learning process must be done by inner feeling, so that the teacher always sprite and the students can understand what the teacher said. And then the teacher should create the class comfortable for studying and do an improvisation to attract students' enthusiasm and motivation in teaching learning process.
3. the readers especially English learner more improve their knowledge in learning conjunctions.

REFERENCES

- Arikunto Suharsimi, *Manajemen Penelitian* Jakarta: Rineka Cipta, 2005
- Dakhsina Jayanthi Murthy, *Contemporary English Grammar* New Delhi: Book Place, 2003.
- E. Wishon George and Julia M. Burks, *Let's Write English*, New York: American Book Company, 1980.
- Fathoni Abdurrahman, *Metodologi Penelitian dan Teknik Penyusunan Skripsi* Jakarta: Rineka Cipta, 2006
- Frank Marcella, *Modern English A Practical References Quite* New York: Prentice Hall
- Gay L. R and Peter Airasion, *Education Research (Competence for Analysis & Application)*, USA: Prentice Hall, 2000.
- Hadi Amirul and Hariyono, *Metodologi Penelitian Pendidikan*, (Bandung: Pustaka Setia, 1998
- Horby, *Oxford Advanced Learner's Dictionary* New York: Oxford University Press, 1995.
- Hornby As, *Oxford Advanced Learner's Dictionary of Current English* New York: Oxford University Press, 1987.
- Irwansyah, *Mastering English Grammar* Jakarta: Puspa Suara, 2006.
- Juliana Lila, *The Correlation Between Conjunction Mastery and the Students Ability In Forming Compound Sentence*, Padangsidempuan, TP. 2011.
- Lado M.J, *Practical Complete English Grammar* Jakarta: Titik Terang, 2008.
- Morley G. David, *Syntax in functional Grammar* London: Continuum, 2000
- Pratiwi Andika & Gartika Rahmasari, *How To Write In English Correctly*, Jakarta: Laskar Aksara, 2011

- Riyanto Slamet, *A Complete Grammar For Toefl Preparation* Yogyakarta: Pustaka Pelajar, 2009
- Riyanto Slamet, *A Handbook Of English Grammar* Yogyakarta: Pustaka Pelajar, 2010.
- S. Hartanto John At all, *English Grammar*, Surabaya: Indah Anggota Ikapi, 2009.
- Sari Diana Daulay, *An Analysis on the Students Ability in Using Conjunction* Padangsidimpuan, TP. 2009.
- Surakhman Winarto, *Pengantar Penelitian Ilmiah Dasar Metode dan Teknik* Bandung: Kasito, 1982.
- Thomson A.j and A.V Martinet, *A Practical English Grammar*, London: Oxford University Press, 1986.
- Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* Jakarta: Balai Pustaka, 2001.
- Tim Prima Pena, *Kamus Besar Bahasa Indonesia* TT: Gitamedia Press, tt
- Webster A Meriam, *Webster's Collegiate Thesaurus USA*: Massa Chussets, 1976
- Wren dan Marthin, *High School English Grammar & Composition* New Delhi: S. Chand and Company LTD, 1994.
- Zandvoort, *A Handbook of English Grammar* Singapore: The English Language Book Society, 1980
- Zandvourt R.W., *A Handbook of English Grammar* Singapore: Longman Group, 1980.

TABLE OF CONTENTS

	page
TITLE PAGE	
LEGALIZATION PAGE OF ADVISOR	
APPROVAL PAGE OF ADVISOR	
DECLARATION OF SELF THESIS COMPLETION	
SCHOLAR MUNAQASYAH EXAMINATION	
AUTHORIZATION PAGE OF CHIEF	
ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABEL OF CONTENTS	iv
LIST OF TABLE	vi
LIST OF APPENDIXES	vii
CHAPTER I : INTRODUCTION	
A. The Background of the Problems	1
B. Identification of the Problem	3
C. Limitation of the Problem	4
D. Formulation of Problem	4
E. Aim of the Research	4
F. Significances of the Research	5
G. Definitions of Operational Variable	5
H. Script Outline	7
CHAPTER II : THEORITICAL DESCRIPTION	
A. Theoretical Description	8
1. The Definition of Conjunction	8
2. There are Two Types of Conjunction	9
a. Coordinating Conjunction.....	9
b. Subordinating conjunction	18
3. Indicator of Coordinating and Subordinating Conjunctions	21
B. The Conceptual Framework	21
C. Review of Related Findings	22
CHAPTER III : RESEARCH METHODOLOGY	
A. The Place and Time of Research	24
B. Method of the Research	24
C. The Sources of Data	25
D. The Instruments of Collecting Data	26
E. Techniques of Data Analysis	28

CHAPTER IV : THE RESULT OF RESEARCH

A. General Findings	31
B. Specific Findings	32
C. The Threats of the Research	49
D. The Discussion	50

CHAPTER V : CONCLUSION AND SUGGESTIONS

A. The Conclusion	53
B. The Discussion	54

REFERENCES

CURICULUM VITAE

APPENDIX ES

LIST OF TABLE

Table 1	: The Total of Grade VIII STudens of MTsN Batang Angkola in 2011/2012 Academic Year	26
Table 2	: The Classification Quality of the Students Score	29
Table 3	: The Teacher Names of MTsN Sayurmatinggi	31
Table 4	: The Facilities of MtsN Sayurmatinggi	33
Table 5	: The English teacher names of MTsN Sayurmatinggi	34
Table 6	: The situation of students at MTsN Sayurmatinggi	34
Table 7	: Question Number I: Yanti sits on a chair . . . reads a book	35
Table 8	: Question Number 2: you can reads this book . . . you like.	36
Table 9	: Question number 3: She could go to Bali . . . she could jut stay here .	36
Table 10	: Question Number 4: I cannot go to school . . . I am sick	37
Table 11	: Question number 5: I went to your house . . . you were not at home ..	37
Table 12	: Question number 6: I hate you . . . you hate me	38
Table 13	: Question number 7 : Ani is poor . . . she is clever	38
Table 14	: Question number 8: Ahmad . . .Ani go to school	39
Table 15	: Question number 9 : I saw you yesterday . . . you did not see me	39
Table 16	: Question number 10: It is going to rain . . . the barometer is falling ...	40
Table 17	: Question number 11: I will not see her . . she comes to my house	40
Table 18	: Question number 12: We go to the mall . . . to the bookstore	41
Table 19	: Question number 13 : you can borrow may book . . .you are interest .	41
Table 20	: Question number 14 : I am sick ... I go to school	42
Table 21	: Question number 15 : my mother always manages us ... she is busy with her duty	42
Table 22	: Question number 16: Shifa is beautiful ... honest	43
Table 23	: Question number 17: I am go to the school ... I'm sick	43
Table 24	: Question number 18 : Yuni worked hard .. she success	44
Table 25	: Question number 19: She wants go to the Mecca ... she doesn't have much money	44

Table 26 :	Question number 20: did you go to Sihitang ... Siborang	45
Table 27 :	Determine the students at VIII at MTsN Sayurmasinggi	45
Table 28 :	Classification at Grade VIII MTsN Sayurmasinggi	46

LIST OF APENDICES

Appendix I : Observation Guidance

Appendix II : Interview Guidance

Appendix III : The Questions List of Conjunction

Appendix IV : The Key of Questions

Appendix V : The Students Ability in Using Coordinating and Subordinatings at
Grade VIII MTsN Batang Angkola